



Newnham St Peter's C of E Primary School

Term Ahead: Summer 2 2025

Owls (Years 4 & 5)

Miss Kelly and Mrs Penfold

<p>Maths: Year 4</p> <p>This term, the children will continue to have a daily arithmetic lesson and a daily 'Learning Objective' lesson. Alongside these lessons, children will also have daily opportunities to revisit previously taught concepts through 'flash back 4' and times table practice to secure their Mathematical knowledge and understanding. The year 4 children will be working hard this term on their times table knowledge in preparation for the 'National Year 4 Multiplication table check commencing WB 2.6.2025</p> <p>This term, the Year 4 children's 'Learning Objective' lessons will cover:</p> <ul style="list-style-type: none"> • Decimals • Shape: angles, lines of symmetry • Statistics • Position and direction 	<p>Maths: Year 5</p> <p>This term, the children will continue to have a daily arithmetic lesson and a daily 'Learning Objective' lesson. Alongside these lessons, children will also have daily opportunities to revisit previously taught concepts through 'flash back 4' and times table practice to secure their Mathematical knowledge and understanding.</p> <p>This term, the Year 5 children's 'Learning Objective' lessons will cover:</p> <ul style="list-style-type: none"> • Negative numbers • Converting units • volume
<p>English: Reading</p> <p>On a Monday, Tuesday and Wednesday, the children will continue to have a whole class Guided Reading session which will focus on an extract from a text. The children will focus on 'DERIC' (Decode, Explain, Retrieve, Inference and Choice) style questions and be taught how to answer questions independently with a focus on one of these areas. On a Thursday, children will then have further opportunities to access different texts, including non-fiction and poetry to build up fluency and confidence with reading comprehension.</p> <p>Additionally, the children will have 'daily story time', where the teacher will read them a class book with a focus issue to be discussed and explored together. This term, the narrative book is 'Charlie and the Chocolate Factory' by Roald Dahl. Your child will also be heard read in school as often as possible so please ensure their reading book and yellow reading diaries are in school every day.</p>	<p>English: Writing</p> <p>This term, the children will move on to a Shakespearian unit of writing in which they will become familiar with A Midsummer Night Dream by William Shakespear. The children will have an opportunity to read parts of Shakespeare original text, modern day equivalents and model texts. The children will then be producing a short piece of writing inspired by the works of William Shakespear</p> <p>Additionally, the children will have daily short sessions where they will have the opportunity to revisit and revise a specific grammar and punctuation focus.</p>
<p>Spelling:</p> <p>The children will be taught a spelling rule or pattern each week and will focus on spelling and applying common exception words to sentences. They will also practise writing ten common exception words that will double up as handwriting practice. These common exception words will also be used as a homework focus.</p>	<p>Handwriting:</p> <p>The children will be following a continuous cursive handwriting scheme where they will practise their handwriting daily. The aim is to help children write neatly, with fluency and consistency, to improve their overall presentation in all books.</p>

<p>Science: Living things and their habitats Pupils will be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. describe the life process of reproduction in some plants and animals. Plan a scientific enquiry to answer questions Take measurements using a range of scientific accuracy Record data using diagrams, classification keys, tables and graphs 	<p>RE: How and why do people mark significant life events?</p> <p>In R.E, the children will be deepening their global understanding of significant events, cultural events and religious celebrations by:</p> <ul style="list-style-type: none"> Identifying some beliefs and ideas about commitment along life's journey Discussing what makes some days 'big days'. Make simple links between beliefs about love and commitment and how people express their key beliefs along the journey Make simple links between my own life and religious rituals Raise questions and suggest answers about whether it is good for everyone to see life as a journey Consider what life's milestones might be and discuss different ways of marking the milestones.
<p>Geography: Where does our food come from?</p> <p>By the end of this module, children will be able to:</p> <ul style="list-style-type: none"> Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected. 	<p>DT: In DT, the children will be completing a 'cooking and nutrition' unit called adapting a recipe. By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> Describe features of biscuits using taste, texture and appearance. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients.
<p>Wellbeing (formally known as PSH E):</p> <p>In Wellbeing, the children will be completing the unit, 'being my best'. The SCARF (Safety, Caring, Achievement, Resilience, Friendship) programs' unit helps children understand the physical and emotional changes that occur as they grow up.</p> <p>Topics covered this term are:</p> <ul style="list-style-type: none"> What makes me, me – individuality How making choices defines me How I fit into the school community 	<p>P.E: Swimming and Athletics</p> <p>During this term, the children will be partaking in athletics lessons. The learning objectives focus on developing running, jumping, and throwing skills through a variety of activities. Pupils should be able to apply and improve existing skills, learn new techniques, and participate in competitive situations while evaluating their own performance</p> <p>Swimming will continue for the first 2 Mondays back – please ensure swimming kit is in school. PE will be every</p>

<ul style="list-style-type: none"> • What volunteering is and why people do it 	<p>Friday afternoon taught by a specialist sports coach. The children will need to have their PE kit in school on Friday each week. It would be useful to keep a PE kit in their locker and keep it in school termly. Please refer to the school's PE uniform policy on the school website.</p> <p>This term, the children will also have forest school every Monday afternoon. Please check separate letter for details on what is needed.</p>
<p>French: French foods</p> <p>This term, the children's French lessons will be based around French foods. The children will learn:</p> <ul style="list-style-type: none"> • Recognise and understand the meaning of new words that are cognates. • Use a model text to support conversation. • Complete mathematical calculations in French, writing answers in euros. • Recognise shop names and label a trigram. • Use a bilingual dictionary to translate given words. • Use a range of strategies to understand a familiar text. • Ask and respond to questions found in a café conversation. 	<p>Computing: coding</p> <p>Children will learn to design and debug programs to achieve specific goals, using logical reasoning to understand and correct errors. They will be designing and making their own games. Further, they learn to work with variables and understand how programs take input and produce outputs in their games.</p> <p>The children will also be using their computing lessons to present a piece of work to help improve their touch-typing skills.</p>
<p>Music:</p> <p>Year 4 and 5: Composition notation (Ancient Egypt)</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Sing in time and in tune with other people and the backing track. • Remember the lyrics to a song. • Identify the structure of a piece of music and match this to non-standard notation. • Improvise their own piece of music. • Play a melody with reasonable accuracy. • Perform with confidence and in time with others. • Compose and play a melody using stave notation. • Contribute meaningfully to the group performance and composition. • Use hieroglyphic notation to show the structure of their piece. 	
<p>Homework:</p> <p>Homework will continue to be set each Wednesday (term time only) and it needs to be submitted by the following Monday. The children will have Spelling, English <u>or</u> Maths homework set weekly onto Seesaw. The children will also be set a range of topic homework where they will have activities to complete (Please see Seesaw). Please encourage children to bring in any topic homework for our homework display in class.</p> <p>Reading: Your child needs to be reading preferably five days a week at home and recording this into their reading record.</p> <p>Times Tables: Your child has a Times Tables Rockstars login and password in their reading record. Please encourage your child to use this to practise their times tables regularly.</p>	

Thank you in advance for your support and encouragement with your child's learning. Miss Kelly and Mrs Penfold